DOCUMENT RESUME

ED 304 847 EC 212 542

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TITLE Social Studies. Chapter Nineteen.
PUB DATE 88
NOTE 26p.; In: Robinsin, Greg A., Ed., and others. "Best Practices in Mental Disabilities. Volume Two"; see EC 212 523.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Curriculum Development; Educational Practices; Elementary Secondary Education; *Integrated Activities; *Mental Retardation; Needs Assessment; *Social Studies; Student Evaluation; *Teaching Methods

ABSTRACT

Methods are examined for developing an instructional program in social studies for students with mental disabilities. A natural arena for teaching social studies--the community--provides a setting where basic skills can be applied to increase students' knowledge of the social, economic, and political environments in which they will be participating. A basic framework of scope and sequence in regular education social studies is identified. Methods for determining the appropriateness of the regular social studies curriculum are offered. For those students for whom the regular curriculum can not be adapted, alternative curricular approaches are given, with the goals of integrating other curriculum areas, being community-based, and emphasizing relevant life skills. Guidelines are presented for determining which instructional methods are most appropriate for given students. Tables list: scope and sequence in general education social studies, adaptations/modifications, curriculum fusion at elementary and secondary levels, curriculum concepts that can form the basis of a customized K-12 social studies program for students with mental disabilities, easy reading materials, and learning activities. Six tables are included. (JDD)

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Chapter Nineteen

Social Studies

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EC 212542

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OVERVIEW

Preparing students for the social, vocational, and economic demands of adulthood, and for effectively using community services has long been an established goal of special education. With increased instructional, administrative, and parental demands being placed on special educators, curricular decision making takes on critical dimensions, raising two additional questions. Where does one incorporate many of the curricular areas unique to special education such as daily living skills, personal/social skills, occupational guidance and preparation (Brolin & Kokaska, 1979) into the traditional academic disciplines identified by regular education? Secondly, how does one individualize within this framework? Fortunately, there are remedies and resources available to assist in addressing these complex issues.

Some academic areas such as language arts and mathematics lend themselves more readily for adaptation for students with special needs. There are curricular programs available in these areas that stress basic academic skills. It is the belief of the authors that the area of social studies offers a unique opportunity to incorporate and functionally apply many of the basic skills included in other academic disciplines with concepts identified as essential in special special education curricula.

One major dilemma facing many special educators is the reality that many students are pursuing diplomas. As a result, graduation requirements require adherence to regular education objectives and curricular content, often negating the more functional orientation referred to above.

BASIC CONSIDERATIONS

Social studies has been defined and described in many ways. Kenworthy (1977) feels that social studies can be defined with one word: people. People live in specific places--which is geography. They live at a specific time--which is history. They earn a living and exchange goods--which is economics. They live in various groups--which is sociology. They display specific customs and behaviors which is anthropology. They organize themselves or are organized into political units of many kinds--which is the study of government. All of these aspects are important if students are to understand people in an effective social studies program.

Two other terms are sometimes associated with social studies: social education and social learning. These terms are often specifically applied to special education (e.g., Social Learning Curriculum) and stress skill acquisition in functional areas such as: interpersonal behavior, social interaction, and problem-solving, the use of community resources, orientation to the environment, cultural reference points, and other specific information for assimilation into society.

Other perspectives of social studies objectives abound. Hill cited in Kenworthy (1981), stresses geography and history.

> This area of the [social studies] curriculum helps the child understand his social and physical environment. At the same time it has the responsibility of furthering his social development and growth toward good citizenship (p. 6)

Joyce (1972) suggests that social studies address the following three goals:

1. Humanistic Education: The social studies should help the child comprehend his experience and find meaning in life.

2. Citizenship Education: Each child must be prepared to participate effectively in the dynamic life of the society.

3. Intellectual Education: Each person needs to acquire problem-solving tools. The child should learn to ask fruitful questions and function in social situations.

Osborn, Curlin, and Hill (1979) indicate that there are four major goals in social studies:

1. Knowledge: Knowledge about the real world and knowledge about the worthiness of personal and social judgments.

2. Abilities: The development of skills that are required by citizens.

3. Values: Related to the decision-making process--recognition of a personal value system.

4. Social Participation and Citizenship: Provision of direct experiences of opportunities to apply knowledge, skills and values.

The task of all teachers is to discover and develop the abilities of students so that they may comprehend themselves and other human beings better, cope with life more effectively, and contribute to society in their own way. Consequently, the teachers should realize that:

1. Social studies is a basic part of the education of every student.

2. The goal of social studies learning is improved behavior.

3. Knowledge gained should be relevant to the lives of the student now, and in the future.

4. The experiences of the student should be organized to promote the discovery of concepts and generalizations.

5. The social studies teacher should include feelings as well as facts.

6. The formation, change, and improvement of attitudes is even more important than the acquisition of knowledge.

7. Students should be assisted in examining values.

8. Understanding and accepting oneself, with all one's strengths and limitations, is a first step toward accepting others.

9. Students should be assisted in coping with a variety of problems--personal, economic, social, civic, and cultural.

10. Students should learn very early about rules, authority, and responsibilities.

Although not totally consistent across commercial materials, a basic framework of scope and sequence in regular education social studies can be identified, as presented in Table 1. This suggests that a fairly common pattern in social studies has emerged over the years. Students first study about themselves, their homes and their neighborhoods, then about their community and state. Later, they study regions of the United States and our national history.

Table 1

Scope and Sequence of General Education Social Studies

Grade	Concepts
Kindergarten	Self Awareness, Family, School
One	Home, School, Neighborhood
Two	Neighborhood and the Community
Three	Community, Basic Needs, Transportation
Four	Regional Geography or Regions of the World
Five	US Geography and/or History
Six	World Geography--North and South
Seven	World Geography--Europe, Asia, Middle East Africa
Eight	US History
Nine	Civics or Ancient and Medieval History
Ten	Modern History or World History
Eleven	US History
Twelve	Political Science, Economics Sociology

Source: various curriculum guides and outlines
Note: Not all commercially available textbook series delineate scope and sequence in this manner.

It seems appropriate to suggest that the purposes and goals of regular social studies are appropriate and suitable for most special education students. A natural arena for teaching social studies--the community--provides a setting where basic skills can be applied to increase the students knowledge of the social, economic and political environments in which they will be participating.

However, teaching social studies to students with special needs, while strongly advocated, is not without some significant problems. Polloway, Patton, Payne, and Payne (1989) summarize:

1. The sparcity of information on how to teach this subject to these students (Curtis & Saver, 1980).

2. The difficulty in finding concensus regarding content and methodology (Barr, Barth & Shermis, 1978).

3. The lack of teacher familiarity with social studies, particularly at the secondary level.

4. Basic skill deficiencies common to most special education students (e.g., reading).

It is the intent of this section to address some of these concerns and to provide some useful information that special education teachers can utilize in adapting and designing a meaningful social studies curriculum.

Determining the Appropriateness of the Regular Social Studies Curriculum

The first area to be examined involves students with special needs who are in regular education social studies. Apart from the speciality areas of art, music, and physical education, special education students are often integrated into social studies and science. When considering such a programmatic move, it is imperative that the appropriateness of the curricular concepts presented and instructional regimen provided in the regular social studies program match the identified needs of the student. The following suggestions relate to instructional decision making and are offered to assist in evaluating the needs of the student and the regular social studies curriculum.

Special educators generally have a wealth of information and first hand knowledge of students including: current social and academic functioning levels, personal interests and experiences, attitudes, readiness, and so forth. It is valuable to evaluate the regular social studies curriculum in relationship to the student's characteristics and needs. Factors to be evaluated include: class prerequisites, required academic and social skills and resources utilized. Many of these elements can be adapted and modified by employing effective instructional and management strategies.

There are systems available to assist in evaluating the nature of the regular social studies curriculum in an organized manner. The Palmer Scales (1986) allow

regular classroom teachers and special educators to determine the appropriateness of educational environments, curricula, and goals. The scales are designed to be used prior to the placement as part of the instructional decision making process.

These Palmer Scales are a decision making tool for parents, teachers, students, and other concerned individuals regarding the appropriateness of regular class placement.

The idea of systematically examining the regular education environment relates to instruments developed by Salend and Viglianti (1982) which evaluates very specific features and requirements of the classroom in instructional routine.

Regardless of whether students with special needs are in regular or special education, there are a number of instructional strategies that have been found effective. Patton and Andre (1989) developed a tabular resource highlighting these techniques (see Table 2). The original source also contains additional references for each recommended strategy so that interested parties can obtain additional information on topics of interest.

Table 2

Adaptations/Modifications in Social Studies

Instructional Practice	Specific Presenting Problem	Recommendation
Textual Material	readability	* taped texts and readers a. teacher b. other students c. volunteers d. Recordings for the Blind * multilevel texts--lower level materials * transcribe into Braille or print in larger type-face * read basal reading series of appropriate level that relate to topic (collateral reading) * cooperative learning arrangement * rewrite materials
	vocabulary level	* teacher prepared glossaries * go over terms prior to reading
	comprehension	* Prereading: preview reading selection a. go over photographs illustrations b. inspectional reading c. formulate hypotheses and questions

Instructional Practice	Specific Presenting Problem	Recommendation
		d. use advanced organizers (i.e., participatory graphic organizers, structured overviews) * Actual Reading: a. study and reading guides (e.g., comprehension level, pattern, concept, assistive guides) b. teach students to monitor and evaluate their reading * Post Reading: a. have students retell what they read--but structure this activity b. projects (e.g., editorials, debates) c. role playing/simulation activities d. time lines e. practice worksheets f. games (e.g., word hunts, cryptograms) g. relate graphics (e.g., pictures) from other sources to reading make scrapbook h. use language experience approach to recreate sections of reading i. have students redo graphs, charts, etc., in their own way
	study skills	* teach study skills directly
Lecture	attention	* use self-monitoring strategies * seat students appropriately * use students names regularly--keep active * use small groups
	comprehension	* Prelistening a. advanced organizers b. checklist of readiness behaviors c. go over new terms and vocabulary * Actual Listening a. study guide

Instructional Practice	Specific Presenting Problem	Recommendation
		b. tape record c. teach students to ask questions d. highlight major points e. give written information to sensory impaired students f. use relia as much as possible * Post Listening a. have student evaluate their listening checklist b. see suggestions under textual material
	notetaking	* teach notetaking * prepared outlines * framed outlines * write out unfamiliar terms, names, etc. * have students share notes--make copies
	guest speakers	* contact ahead of time--notify regarding types of students in class * obtain handouts ahead of time--adapt as necessary
Discussions, Role Playing, Simulation, Debates	understanding directions	* use clear wording and check for understanding
	participation	* encourage students to use reference materials (e.g., study guides) * have students prepare questions ahead of time * use small groups * create a supportive atmosphere * do not force students with communication disorders to speak
	comprehension	* review and summarize frequently * relate discussion to experiences * supplement with concrete activities
Inquiry-Oriented Programming	independent learning skills	* cooperative learning * teach these skills

Instructional Practice	Specific Presenting Problem	Recommendation
	conceptual development	* this approach may need to be more structured * some teacher-directed instruction may be needed
Maps, Globe, Picture & Graph Skills	conceptual development	* begin with maps of immediate environment * draw maps on floor
Media	comprehension	* use pre-viewing, viewing, post-viewing activities similar to those presented earlier * avoid introducing a historical topic with a film/filmstrip -- they are too factual-students -- need more background
	language level	* introduce vocabulary, concepts, names ahead of time
	outside readings	* teacher assistance will be needed in selection * encourage acquisition of information from variety of sources
Projects	understanding directions	* clarity and teacher follow-up
	organizational skills and self-direction	* cooperative learning * time management (i.e., scheduling and deadlines)
	conceptual development	* encourage concrete activities --total immersion * make relevant --e.g., teach social issues through music --e.g., use newspaper
	writing skills	* teach with other students * alternative projects/reports * de-emphasize this area for the project * allow alternative products -- oral reports, art work, photographic essay

Alternative Curricular Approaches and Concepts

If it is determined that the regular social studies curriculum is not appropriate through modification and adaptation, it will become necessary to review and implement alternative curricular approaches. These approaches strive to: (1) integrate many of the other areas found in special education curricula; (2) be community-based; and (3) emphasize relevant life skills that will foster maximum independent functioning.

Gross et al. (1978) outline four approaches to the organization of social studies.

1. Separate Subjects - this plan designates a block of time assigned to each subject that is taught as a distinct and separate entity. An advantage of this plan is scheduling a stated time allotment to each subject area. A disadvantage is that there is little relationship between subject areas.

2. Correlation of Subjects - a modified type of arrangement of separate subjects is the correlation of subjects. Some subject area themes may be related to an ongoing social studies unit. This plan preserves separate subject areas but permits reciprocal relationships. An example would be relating a science unit on health hazards to a social studies topic on various community jobs.

3. Integration or Fusion - many special educators find lines between subject areas are blurred. This becomes more evident at the secondary level where class periods, schedules, and graduation requirements often are at odds with special education curricular practices and have the potential to prevent mutual subject area enrichment. Teachers utilizing this approach generally organize their work into themes or units and employ block periods of time. See Table 3, Curriculum Fusion - Elementary, and Table 4, Curriculum Fusion - Secondary. An example of this approach could be writing a letter (writing) to the the Chamber of Commerce (community resources). The value inherent in this plan is that all subject areas promote learning and areas such as social and vocational competencies can be further emphasized. A disadvantage may be that some subject areas may become neglected. The need for balance reverts back to instructional decision making.

4. Combination of Approaches - Some well-planned programs combine the best features of the various approaches. It includes large blocks of time devoted to ongoing units but allows time for separate subject areas. An example would be utilizing reading and writing related to a major unit but also providing time for separate and distinct skill development in language arts during the day.

Alternative Curricular Concepts

Listed on the following pages are suggested concepts that can form the basis for a K-12 social studies program. These topics could be used as the framework for developing a customized curriculum. Topics have been broken down into educational

Table 3

CURRICULUM FUSION - ELEMENTARY

	READING	WRITING	SPEAKING & LISTENING	COMPUTATION	PROBLEM SOLVING
GOVERNMENT & LAW	Read about personal freedom guaranteed by Bill of Rights	Develop a list of legal terms, felony, misdemeanor	Paraphrasing Bill of Rights, difference between verbal and written contracts	Calculating taxes	Discuss when necessary or appropriate to hire a lawyer
CONSUMER ECONOMICS	Importance of reading labels	List items for a budget; write a personal plan for spending	Describe how to order food in a restaurant	Making change, balancing check-book, budget food for a whole week, calculate auto exp.	Comparison shopping; distinguish "wants and needs"
HEALTH	Read pamphlets on health service medical, and safety terms	Develop notebook of your personal health history	Explaining health problems, pick common illnesses and describe symptoms	Compute cost of medical bills--cost of having a baby	Selecting nutritious foods--describe safety practices
OCCUPATIONAL KNOWLEDGE	Reading help wanted advertisements	Filling out applications, social security	Participate in simulated/real interview	Compute an earnings statement --gross/net deductions	Describe standards of behavior for various types of employment
COMMUNITY RESOURCES	Yellow pages, libraries	Make wall chart of community services, Education, Health, Consumer, Legal	Give directions; call travel agencies for information	Use transportation schedules to calculate fares	Use maps to plan trips; develop stories about people using community services

PREP, Inc. (1976)

Table 4

CURRICULUM FUSION - SECONDARY

	READING	WRITING	SPEAKING & LISTENING	COMPUTATION	PROBLEM SOLVING
GOVERNMENT & LAW	Read about personal freedom guaranteed by Bill of Rights	Develop a list of legal terms, felony, misdemeanor	Paraphrasing Bill of Rights, difference between verbal and written contracts	Calculating taxes	Discuss when necessary or appropriate to hire a lawyer
CONSUMER ECONOMICS	Importance of reading labels	List items for a budget; write a personal plan for spending	Describe how to order food in a restaurant	Making change, balancing check-book, budget food for a whole week, calculate auto exp.	Comparison shopping; distinguish "wants and needs"
HEALTH	Read pamphlets on health service medical, and safety terms	Develop notebook of your personal health history	Explaining health problems, pick common illnesses and describe symptoms	Compute cost of medical bills--cost of having a baby	Selecting nutritious foods--describe safety practices
OCCUPATIONAL KNOWLEDGE	Reading help wanted advertisements	Filling out applications, social security	Participate in simulated/real interview	Compute an earnings statement --gross/net deductions	Describe standards of behavior for various types of employment
COMMUNITY RESOURCES	Yellow pages, libraries	Make wall chart of community services, Education, Health, Consumer, Legal	Give directions; call travel agencies for information	Use transportation schedules to calculate fares	Use maps to plan trips; develop stories about people using community services

PREP, Inc. (1976)

levels. However, with the emphasis on individualization in special education, it is important to realize that it is difficult to specify a certain task at a particular level. Topics were obtained from several sources and are not to be interpreted as inclusive as many subject areas should overlap. The list is presented to stimulate the development of a framework for social studies and should be utilized in conjunction with the approaches discussed earlier.

K-1 Level:

Recognizes own uniqueness
Names ways people are alike and different
Recognizes necessity of basic rules
Distinguishes between work and play
Develops appropriate socialization skills with peers and adults
Recognizes feelings
Recognizes use of transportation
Demonstrates courtesy
Recognizes seasons and types of weather

1-2 Level

Recognizes families have structure and function
Recognizes families are alike and different
Respects property of self and others
Recognizes families and schools have rules
Distinguishes changes in people, families and places
Identifies basic human needs
Recognizes various forms of transportation as means to go from place to place
Recognizes how four seasons change weather
Observes classroom rules
Recognizes and accepts authority of parents, teachers, and school officials

2-3 Level

Recognizes neighborhoods are alike and different
Recognizes neighborhoods have a history and change
Recognizes neighborhoods are made up of different groups of people
Recognizes neighborhood services and resources
Recognizes all groups have rules and need to cooperate
Identifies needs and wants
Understands concept of past, present, future
Locates places on a map
Identifies maps, globes charts, and graphs
Relates transportation to producers and consumers
Recognizes environment affects how people live
Demonstrates acceptable conduct in class, hall, lunchroom and school bus
Anticipates consequences of his or her actions
Demonstrates respect for personal and public property
Makes friends with classmates

4-5 Level

Recognizes communities have history, provide services, have laws, solve problems, and change
Recognizes communities are alike and different
Identifies community services and resources
Identifies major community geographic features
Interprets symbols on maps, globes, charts, graphs
Identifies use of money
Identifies various careers
Recognizes resources are limited
Distinguishes between goods and services
Utilizes cardinal directions
Recognizes how to care for the environment
Recognizes that climate affects activities and industries in the community
Utilizes forms of transportation
Recognizes laws and rules are made for well-being of community
Recognizes responsibility for decision-making skills in community
Participates in cooperative activities
Arrives on time at events
Accepts authority and changes in routine
Describes people's roles and titles
Cares for personal belongings and respects property of others
Describes moods and emotions exhibited by others
Makes and maintains friends in school
Resolves personal and interpersonal conflicts
Acts courteously in public places

Middle School, Grades 6-8

Develops basic understanding of the meaning and value of friendship
Awareness of basic requirements for interpersonal relationships
Recognizes need for conservation
Identifies and recognizes contributions of ethnic and racial groups
Demonstrates and displays appropriate behaviors
Recognized cause and effect in social interactions
Interprets symbols on maps, charts, graphs, timelines
Computes distances and sequences events
Recognizes geographic features of community, state, etc.
Participates in group activities
Distinguishes why we need laws
Demonstrates proper behavior in public places
Develops familiarity with leisure activities
Develops understanding of importance of work
Recognizes traffic rules and safety procedures
States rights of citizens

High School, Grades 9-12

Recognizes current social, economic, political problems
Uses problem solving techniques
Recognizes principals of democratic government

Distinguishes between fact and opinion
Recognizes relationship between supply and demand
Independently uses public transportation
Recognizes trends in growth and development of United States
Describes the basic principles of the American political and economic system
Recognizes necessity for cooperation, understanding of global interaction and interdependence of people and nations
Understands structure of United States government, state and local
Develops skills in appropriate dating behavior
Develops familiarity with community resources for assistance in major life crisis
Demonstrates familiarity with legal documents
Demonstrates consumer knowledge in banking, purchasing, etc.
Identifies environmental protection and conservation of natural resource and energy
Demonstrates good work habits and attitudes in job seeking
Demonstrates good interpersonal relationships with peers and adults
Demonstrates appropriate procedures for changing jobs
Demonstrates knowledge in exploring occupational possibilities
Demonstrates selecting, planning occupational choices
Knowledge in exhibiting appropriate work habits and behavior
Knowledge in seeking, securing mandatory employment
Knowledge in maintaining good interpersonal skills
Knowledge in achieving problem solving skills--steps for responsible decision making skills
Demonstrates awareness of rights and responsibilities of citizenship
Recognizes procedures and responsibilities of voting
Demonstrates awareness of current events
Recognizes awareness of consequences of their actions

As stated earlier, the social studies program should focus on behavior change as reflected by improved attitudes, skill acquisition, and relevant knowledge gained. An additional outcome that should be sought is emphasis in the area of current events, which should occupy a central spot in any social studies program. Materials should be relevant and carefully selected with age, ability, interest and needs of the student kept in mind. They should be incorporated into daily and weekly schedules and should not be thought of as add ons or be left to chance. Methods of handling current events should be chosen wisely and adequate resources need to be available. For younger children current events can focus on events in the home, school, neighborhood and the community with increasing emphasis of events on further horizons. With older student the scope of current events will naturally be much broader and more complex.

Suggestions for Selecting Methods

Because there is such a wide variety of methods and activities available to teachers, the following ideas obtained from Kenworthy (1981) will assist teachers in determining which methods are appropriate for instructional purposes.

Lesson Objectives

This is the most important consideration. If you are trying to develop empathy, activities such as role-playing or sociodrama may be the best method. A speaker, film, or story may also help accomplish your purpose. If students are working on a community problem, research activities utilizing newspapers, magazines, and textbooks are beneficial.

Student Needs and Interests

Individuals and groups vary in their needs. In primary grades, the focus may rely on nonreading activities. Trips, games, puppets, and experience charts constructed by the class and teacher should be used often.

For upper grades, problem solving, role-playing, and listening allow students to express thoughts and feelings.

Teacher Style

Most teachers develop a personal style of teaching. Teachers need to continue to try new methods and activities to extend their range of skills. New ideas can be obtained from books, pamphlets, articles, and other teachers.

Novelty Factor

Greater learning will take place if there is novelty. Allow students to work on various committee assignments, panels, skits, exhibits, or murals. Culminating activities can be utilized at the end of each chapter to increase long-term planning and organizational skills.

Problem-Solving

Problem-solving techniques are of paramount importance in teaching social studies, particularly to special education students. These techniques can create a climate for teaching thinking skills. Since there are often too many facts for students to learn or memorize, problem-solving is a strategy that students can utilize to discover, analyze, inquire, and search for information.

The teacher has three major roles:

1. Provide stimulating environment

2. Provide questioning techniques

3. Assist in formulating generalizations on basis of student experiences

The long-range goal of all problem-solving is to encourage students to explore and reach their own conclusions.

Activities

There are many activities that can be chosen to address various social studies objectives. Activities should be chosen that reflect the aim of the lesson, needs and interests of pupils, and style of the teacher.

Activities utilizing visual aids, media equipment, and special projects can be valuable when teaching social studies. The ideas listed above will assist in the selection of appropriate materials, media, and equipment to be utilized with activities that are based upon the special needs of the students. The following activities may be used in the teaching of social studies.

Chalkboard

A chalkboard is usually located in every classroom and is visible at almost any distance if you write or print large enough. It can be used for many purposes by the teacher or the students. Here are few suggestions:

1. Assignments
2. Questions from class--or outlines for units
3. Timelines
4. Vocabulary--difficult terms
5. Brief summaries and review questions
6. Guide questions for a film or filmstrip
7. Charts, graphs, diagrams
8. Key ideas in a discussion

Simulation, Dramatic Play and Dramatization

Dramatics in one form or another allows students to internalize what they have seen or heard. It has importance for every age and grade level. Types of dramatizations may include:

1. Informal skits produced by older students
2. Formal plays written by students
3. Pantomine
4. Puppetry, using stockings, paper-mache, felt or other materials
5. Topics may be:
    a. Family situations: answering the telephone or paying for something at the store
    b. School situations: settling a fight on the playground, meeting of student council
    c. Community situations: the work of a firefighter, or an interview for a job

Films/Filmstrips

Films can take students on trips to distant places. Through sight, sound, and color, they can motivate learning and enrich experiences. Filmstrips are inexpensive and machines are easily run by teachers and students. They can be used by individuals, groups, and entire classes.

Group Work and Committee Work

All students need to learn to work in small groups or committees. This activity promotes good social learning. Most units should be introduced to the entire class and committees formed later. Since there are many skills involved in committee work, these skills will need to be introduced to the class gradually.

Overhead Projector

The overhead projector allows the teacher to face the class while giving instruction. Outlines of maps with overlays can be used for comparison and contrast. Students or committees can prepare materials that can be kept for future use. Rolls of plastic material can be used to show process.

Pictures

Pictures are a priority item for social studies. Many students cannot read information from the printed page. The following techniques may be used with pictures:

1. Using the questions "What do you see?," "Why is that important?," "What else do you see?," and "Why is this important?"

2. Ask students to look for specific details.

3. Ask students to arrange pictures in chronological order or to illustrate a concept.

Questions

Questioning techniques facilitate the learning process. Listed below are some comments and questions related to this technique.

1. Who should be asking questions in social studies classes? The students should be asking questions in order to promote problem-solving techniques and to stimulate higher order thinking skill.

2. What are some types of provocative questions to ask?

   a. Situation questions: Suppose you lived in a certain type of community or home. What would you need to know about this community or home in order to live?"

   b. Thought questions: "We have been studying ... for the last few days. Who is the most important person we have met?" "Why do you think this is the most important person?"

c. Observation questions: If looking at a picture ask, "What do you see in this picture which seems strange to you?" "Why?"

Community Resources

There are people in the school, the community, or the area who can be utilized as resource people. They include:

1. School: principal, nurse, guidance personnel, older students, members of student counsel, librarian, custodian, bus driver, school cafeteria personnel, and members of the Board of Education.

2. Community: The Chamber of Commerce or similar organizations, town officials, older resident, newspaper personnel, recreation workers, builders, factory owners/workers, store owners/workers, doctors and health officials, bankers, lawyers, photographers, police officers, fire fighters, post office employers, welfare workers, and state employers or legislators.

3. Country/World: Teachers, parents, other adults/students who have lived or traveled in other parts of the United States or the world.

Textbooks As Tools

Consider the textbook as an appetizer rather than an entire meal. It does not need to be followed page by page but should serve as a source to be supplemented and complemented by other methods. Some textbooks are too difficult for students to read. Teachers may need to supplement with other activities and methods as presented in Table 2. Note that there are commercially produced social studies texts developed for high school students but written at lower readability levels. (See Table 5 for examples of these.)

Timelines

One of the best devices for developing a sense of time is the timeline. It can be used with older students and also young children if categories are kept simple. For example, the categories may be yesterday, today, and tomorrow. Here are some suggestions for the use of timelines:

1. Use drawings and pictures underneath the categories.

2. Develop timelines with the class as you study a community.

3. Start a course in history with a simple timeline.

Field Trips

Field trips need to be carefully planned with a specific purpose or objective (see Table 2). They can be taken by students of any age and provide valuable experiences such as:

Table 5

Additional Easy Reading Materials

	Quercus Corporation	C.C. Publications
American History:	To the New Land In the Colonies Statehood The West and Civil War Industrial Giant The Americans Since 1914 American History Activities	The First Americans Explorers and Discovers Colonial Times Revoution and Independence Westward Expansion Civil War and Reconstruction Industrial Revolution Immigration World War I Roaring Twenties and the Depression World War II The Nuclear Age
Geography and World Cultures:	Geography One: The Earth and Its Resources Geography Two: The Earth and Its People	Geography
Civics and Government:	Goverment is News State and Local Government	
World History	World History: I, II, III	

Source: Patton, J.R. & Andre, K. (1989). Individualizing for science and social studies. In J.W. Wood, Mainstreaming: A practical approach for teachers. Columbus, OH: Merrill Publishing.

1. Provide firsthand experiences.

2. To provide experiences not possible in the school.

3. To give opportunities for learning social skills.

4. To stimulate interest.

Microcomputers

The use of microcomputers is observable in schools throughout the country and at all grade levels. Computer assisted instruction (CAI) and computer managed instruction (MI) can be utilized in the area of social studies. As more and better software is available, the attractiveness of this methodology can only increase. Some selected examples of microcomputer applications are presented in Table 3 of the Science chapter.

Additional Activities

There are a variety of activities which can be utilized in conveying information to students with regard to the topic of social studies. A list of these activities are described in Table 6.

SUMMARY

This chapter states that the area of social studies, with its emphasis on people, is an important aspect in the education of all students. Social studies, approached by incorporating other academic disciplines, provides a natural setting for the application and use of basic skills in problem solving. It offers special educators an opportunity to incorporate many of the areas identified in special education curricula that are community based and emphasize functional independent life skills.

Table 6

Additional Activities

The varieties of methods and activities from which a teacher can draw to promote learning in social studies is tremendous. Because the list defies categorization, methods and activities are presented in alphabetical order.

Bulletin boards
Cartoons
Charts and Graphs
Collecting
Committee Work
Community Mobility Training
Cooking food
Crossword Puzzles
Dances
Diaries
Dramas
Exhibits
Diaries
Field Trips
Films, Filmstrips, videotapes
Flannelboards
Flow charts
Games
Graphs
Halls of fame
Interviews
Listening Centers
Making Models
Maps
Mock panels, broadcasts, telecasts

Mock panels, broadcasts, telecasts
Mortgages
Murals
Music
Newspapers/Magazines
Penpals
People as resources
Photographs taken by students
Posters
Problem solving or inquiry
Puppets
Reading
Records
Role playing
Scrapbooks
Service projects
Stimulated activities
Story Telling
Surveys
Talks by teachers, pupils, visitors
Textbooks
Timelines
Workbooks or response books
Writing for materials
Written Work

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